DOCUMENT RESUME

ED 324 031 IR 053 311

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TITLE The Librarians' Self-Starter. 100's of Questions To Challenge Your Thinking about Your Image, the Profession's Image, Your Job and Your Future. A Manual for Concerned Librarians.
INSTITUTION Freelance Library and Information Services Pty. Ltd., Camberwell (Australia).
REPORT NO ISBN-0-7316-2339-8
PUB DATE 88
NOTE 34p.
AVAILABLE FROM Freelance Library and Information Services Pty Ltd., 27 Kasouka Rd., Camberwell, Victoria, Australia 3124. ($12.50 plus $2.50 postage per copy).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Economic Status; Foreign Countries; Futures (of Society); *Institutional Advancement; Librarian Attitudes; *Librarians; Library Administration; Mass Media Role; *Professional Development; Professional Recognition; *Role Perception; *Self Evaluation (Groups); Social Status; *Stereotypes
IDENTIFIERS Australia

ABSTRACT

Questions presented in workbook format are interspersed with quotations from the literature about the library profession's stereotypes and self-image. The document opens with a synopsis of how librarians are portrayed by the mass media. Exercises about role perceptions are presented (e.g., define the terms "librarian" and "information manager" and explain whether the terms are interchangeable). Gender stereotypes are also explored. The function and success of the Library Association of Australia (LAA) in promoting and managing the profession is discussed and a list of questions is included that ask LAA members to consider what they are contributing to the profession. Other topics include: "Your Self-Image"; "Changing Your Own Image within Your Own Organisation--Be Your Own Publicist"; "Personal Power"; "Power"; "Communication"; "Library Staff"; "Service Provision"; "Service is a State of Mind"; "Marketing"; "Marketing the Service"; "Our Future Users"; "School Librarians"; "Public Librarians"; "Special Librarians"; "Academic Librarians"; "Library Educators"; "Career Planning"; "Related Professions"; "Salary"; "A Personal Marketing Plan"; and "The Last Word on the Stereotypical Image." A self-help exercise on salary levels is also included. (15 references) (SD)

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THE LIBRARIANS' SELF - STARTER

A MANUAL FOR CONCERNED LIBRARIANS

devised by

MEG PAUL and JENNIFER EVANS

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THE LIBRARIAN IN THE MEDIA

Librarians have grimly noted in books and the media the way they are portrayed. The outdated image of the middle aged, middle class, sensibly dressed, bespectacled escapee from the classroom still predominates.

Does the media create images or, as the advertising industry claims, only build on the image already in the public consciousness?

The media and the public also class everyone who works in a library as a "librarian" and see librarians as people who undertake routine tasks.

Unless we educate the public and the media they will have no knowledge of the skills and routines involved behind the scenes to make the library function. As they don't see them, they don't exist. The fallacy that librarians spend their time reading books is still current. The staff on the floor rely on the staff in the technical services and other areas to get the items on the shelves, and the staff on the floor owe it to the others to create a hard-working impression on the public.

"Let's drop those cutesy posters of celebrity endorsements of books, reading, and libraries. Let's put our resources into a campaign to educate press and public to the complex management talent, diverse education, deep caring, and high degree of competence it takes to direct a library. It is high time the society knew about the unknown librarian." John Berry. 'Unknown librarian', Library Journal May 15, 1987. p. 4.

"Librarians have spilt much ink, and vented much spleen, inveighing against what they perceive to be the unjust stereotyping of their profession. The image of the humorless spinster with her hair in a tight bun, granny glasses perched on her nose, and a sullen "shhh" on her lips has seemed inescapable. More abstractly, certain traits are widely recognized as characteristic of the profession: orderliness, introversion, unattractiveness, naivete, etc. To sensitive librarians, these sterotypes can infuriate...The distorted image of librarianship has been indicated as a negative factor in professional development and as an impediment to pay equity." Gregg Sapp. 'The librarian as main character: a professional sampler', Wilson Library Bulletin January 1987. p. 29.

WHO ARE WE?

"Old-made ladies
sipping custom's tea
sweet sugar smiles
to hide a lemon's longing." - Richard B. Moses. Revolting librarians, edited by Celeste West ... [et al.]. Booklegger Press, San Francisco, 1972. p. 3.

Define the term "Librarian"

Define the term "Information Manager"

Are the terms interchangeable? If so, WHY? If not, WHY?

How did you perceive the public image of the librarian a decade ago?

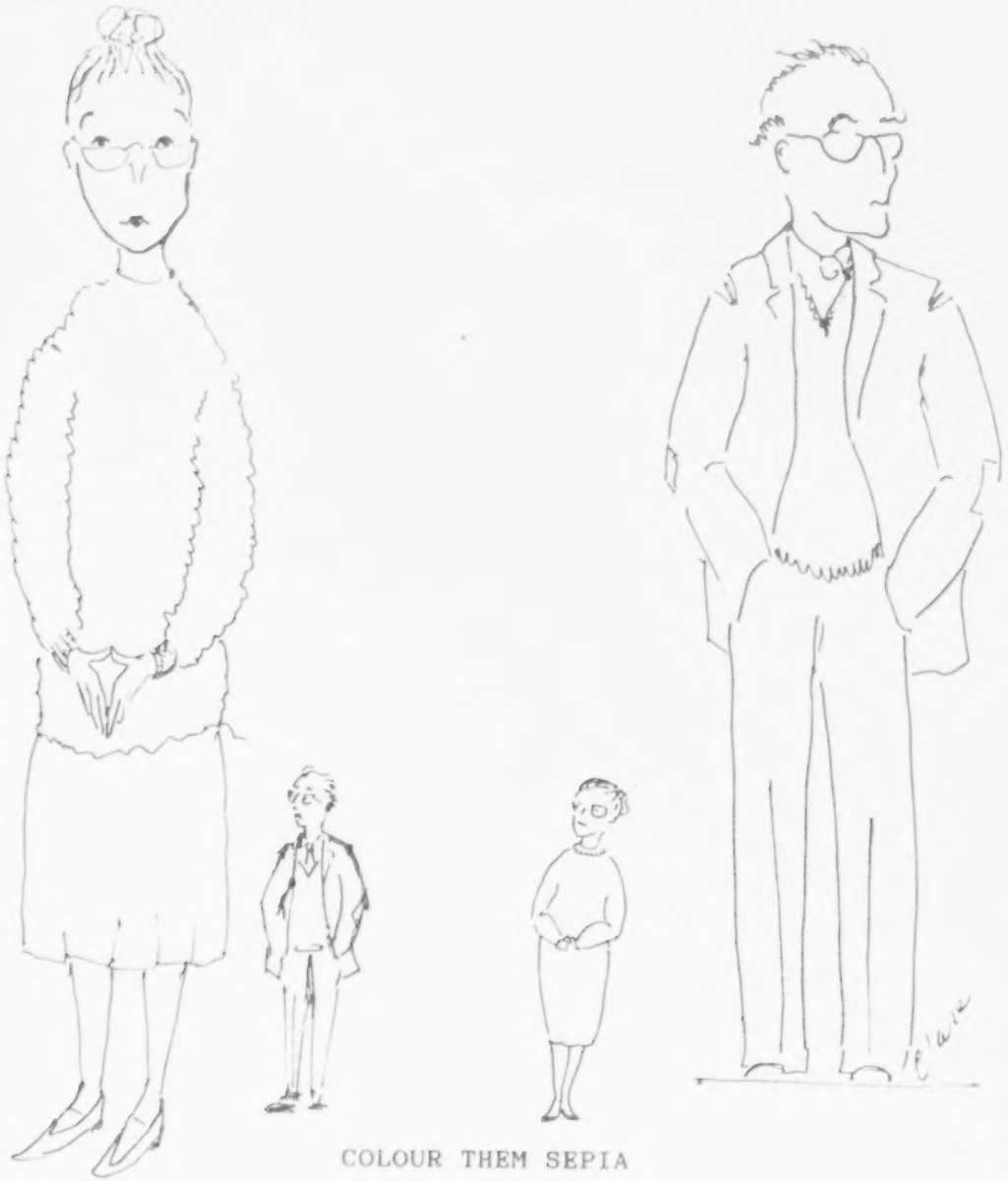
How do you perceive the public image of the librarian now?

How would you like it to be perceived?

How do you see the role of the librarian changing in the next decade and what are your strategies for coping with this change?

A FEMINIZED PROFESSION?

"Librarianship is considered a "feminized" profession, characterized as a semi-professional field which is female-dominated in numbers, but male-dominated in organizational control, having a shallow bureaucratic hierarchy and rigid promotion schemes." Barbara A Ivy. 'Identity, power and hiring in a feminized profession', Library Trends v. 34, Fall 1985. p. 292.



COLOUR THEM SEPIA

Ratio of sexes by numbers

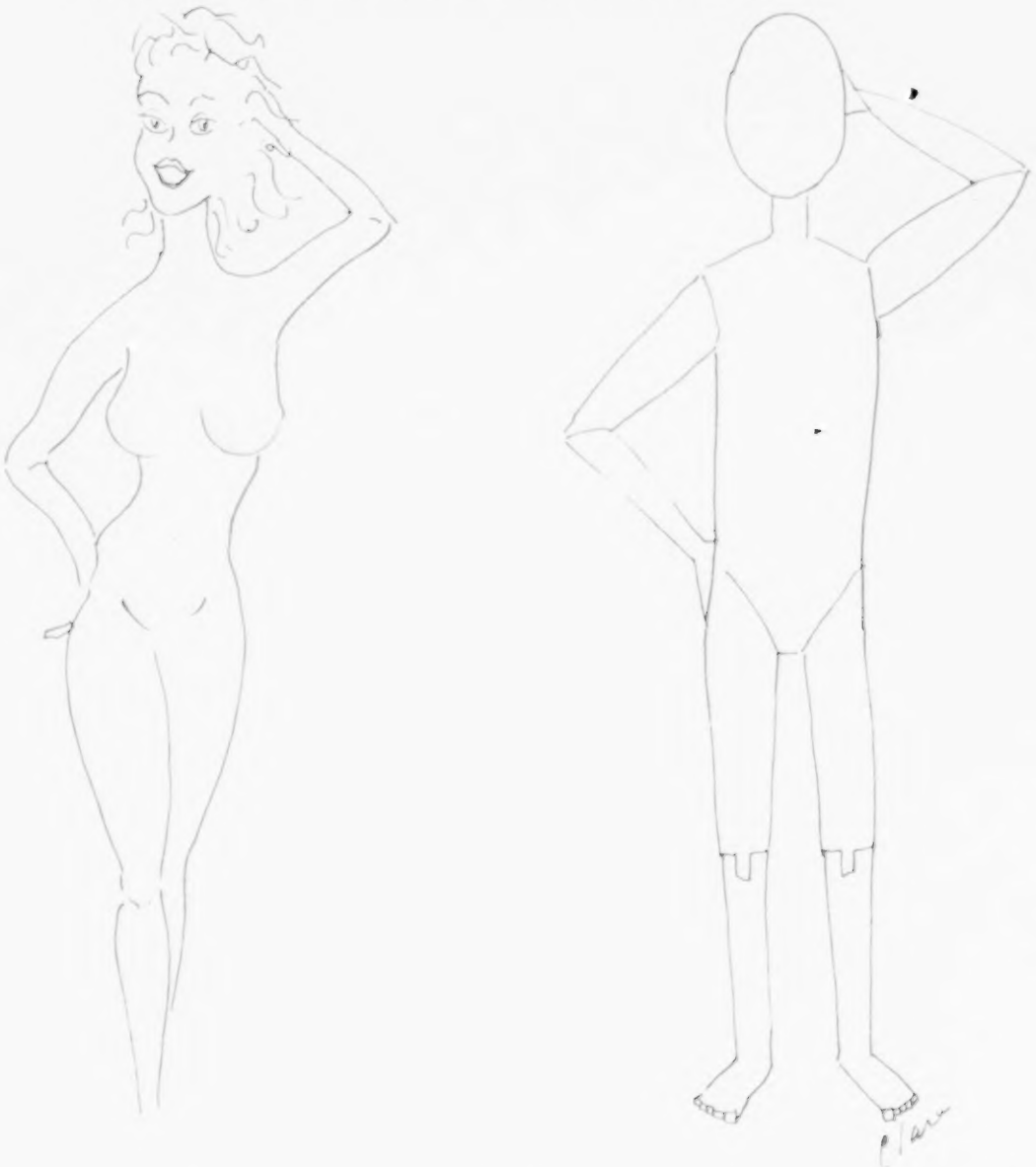
Ratio of sexes by power

HOW WOULD YOU LIKE THE PUBLIC TO SEE YOUR PROFESSION?

Like this?

"... of a profession qualified educationally, up-to-the minute technologically, and one which shares its expertise with those who wish to learn to use the library." M.H. Sable. 'A prescription for professional prestige', International Library Review v. 15, 1983. p. 6.

DRAW YOURSELF (do not colour yourself sepia)



THE LAA

The following excerpts are taken from the Report of the Corporate Plan and Review Committee, by Warren Horton, Anne Hazell and Jenny Adams. Library Association of Australia, Sydney, 1986. p. 16-18.

There is evidence that the profession does not, at present, hold itself in high esteem. The Association must take the lead in encouraging professional pride and the importance of LAA membership for professional advancement must be maximised.

In the recent past the Association has been reactive in nature rather than pro-active. It has responded to issues and the needs of members as they arise but it has rarely activated campaigns or provided services before the demand has been in evidence.

The Association must become an initiator. Manufacturing companies do not wait for consumers to notify them of the need for a new product. They constantly reassess their existing and potential markets, look for holes in the market place which might be filled by a new product, and delete unnecessary lines. They also go a step further than that and convince the market that it needs the newly developed product.

While the Association is not a manufacturing but a service organisation, many of the same principles may be applied. The Association must continually re-evaluate the ranges of services it provides. It must look not only at satisfying its existing members' needs but it must also consider new services which will attract and satisfy the needs of potential members. It must accept that, on occasion, a service will no longer be a viable one and should therefore be deleted from the range.

In the changing information world political clout will be of increasing importance. The Association must build on the clout it already has and ensure that it has a strong line of communication to government and media.

THE LAA AND YOU

What do you see as the LAA's role in promoting and managing our profession?

Does the LAA fulfill your expectations?

If so, how? If not, where does it fail?

What are you doing for your profession?

Have you -

	yes	no
1. Taken an active role in your professional association?		
2. Attended a continuing education course?		
3. Written an article for a professional journal in the past 3 years?		
4. Prepared a paper for a conference in the past three years?		
5. Kept up with new technology?		
6. Talked up your profession?		
7. Taken on a mentor role with a young librarian?		

YOUR SELF-IMAGE

"There are three kinds of people
Those who make it happen
Those who watch it happen
Those who don't know what happened".
Jerome Nugent-Smith. Commonsense marketing. Sydney, Rydges, 1985. p. 1.

	yes	no
Do you believe in yourself?		
Have you a strong personality?		
Are you assertive?		
Do you procrastinate?		
Are you proud of what you do?		
Do you undertake all your tasks to the best of your ability?		
Are you flexible and adaptable?		
Do you think of how you could do your tasks better and more efficiently?		
Are you a good communicator?		
Do you listen to what other people have to say?		
Do you belong to a professional network?		
Are you content in your present position?		
Do you set aside time to review where you are going and where you are?		
Can you see a career path in your present position?		
Have you a career plan and do you know what you hope to be doing in 5 years time?		
Are you presently studying?		
List your options for more study.		

CHANGING YOUR IMAGE WITHIN YOUR OWN ORGANISATION - BE YOUR OWN PUBLICIST

"The term "image" is useful as a shorthand form to describe the external views of individuals or publics towards activities, persons, objects or services". Aubrey Wilson. The marketing of professional services. McGraw-Hill, Maidenhead, Berkshire, 1972. p. 119.

Be visible - move around - find out what your users really need from you.

Volunteer to work on a project that will benefit your whole organisation, not just the library.

If you can, build relationships with people in other departments. Mutually beneficial and congenial contacts can be made during lunch hours.

Start an "achievement" file - creative ideas you've had that have led to improvements; feedback you've received for projects well done, etc. If someone praises you for an achievement, ask them to put it in writing.

Contribute in meetings. Do research before you make a suggestion.

Write brief regular reports on the progress of your library/department/working group, etc. Give them to your supervisor and keep copies in your "achievement" file.

Report back to your colleagues on professional meetings, seminars or continuing education courses you have attended.

If an opportunity arises, write something for your in-house newsletter/magazine or the local paper about what you and your staff are doing.

If an opportunity doesn't arise - create one!

Share your knowledge with your colleagues - send or give them copies of interesting business or professional articles. Ask them to do the same for you.

PERSONAL POWER

"Power is the ability to get things done, to mobilise our internal and external resources in pursuit of a goal, and to influence those around us. Unfortunately, women have been brought up to support power, not exercise it" - Arleen LaBella and Dolores Leach. Personal power. CareerTrack Publications, Boulder Colo., 1985. p. xv.

You inspire support when you are decisive. Don't leave things unresolved. Decide!

Avoid a negative or can't-be-done attitude. If a proposed idea is unworkable, try another approach.

Allowing others to interrupt you in a meeting gives them power over you. Assert your right to finish, but talk in headlines - get to the point.

Pretend to be self-confident until you are. Fake it until you make it!

Are you making mistakes? If not, maybe you aren't risking new ventures and trying out different ideas.

If you do make a mistake, admit it, remedy what you can of the situation, and learn from it. You will be seen as responsible.

Are your grooming and dress appropriate for a successful professional? You never have a second chance to make a first impression! Old fashioned clothing and hairstyle may cause you to be judged as out of date professionally too.

Self-talk is important, so choose to be a positive, rather than a negative, self-talker. "Whether you say you can, or whether you say you can't, you're right". - Henry Ford.

Powerful people have technical skills, self-control, communication and people skills, and personal and political awareness.

Powerful people delegate responsibility, foster independence in others, and manage their time, skills and energy effectively.

POWER

"Power in management is the accomplishment of the goals and objectives of an organisation." Barbara A Ivy. 'Identity, power and hiring in a feminized profession', Library Trends Fall 1985. p. 295.

Have you a powerful sponsor/ally within your organisation?

Do you foster relationships with your professional peers for your mutual benefit?

Does your staff believe you have professional credibility?

Do you offer to undertake tasks beyond your job description which will benefit your organisation?

Are you visible enough within your organisation to gain recognition for your professional contribution to its progress?

Do you communicate the achievements of yourself and your staff to the highest level of management within your organisation?

Are you a clock watcher or a whinger?

Are you afraid to be a leader and innovator?

Did you know that being on a professional committee can earn you additional recognition and status within your organisation?

Have you stopped learning?

Are you taking responsibility for formulating and implementing your career goals?

COMMUNICATION

"A librarian is first and foremost, a communicator."
F. W. Lancaster. 'Future librarianship: preparing for an unconventional career', Wilson Library Bulletin May 1983. p. 753.

Have you any annoying verbal habits - such as ending sentences with -"you know"?

Do you know that a lower tone of voice projects more authority -while a faster delivery is more persuasive? Pauses between points add impact.

Sensitive listening is the beginning of all good communication. At appropriate times, can you listen without interrupting?

Try to avoid excessive apologies or self-deprecating phrases -such as "I'm sorry, but I don't agree" or, "This is probably a dumb idea."

Are your words, tone of voice and body language all conveying the same message?

In a conflict situation, it's sensible to try to solve it as soon as possible by talking about it with the person involved - not by talking to others.

Do you praise your colleagues who have performed well?

Uncertainty and insecurity lead to organisatonal strife. Do you consult with, and inform your staff about new directions, policy changes, altered schedules?

Do you practise mirroring back to people what you have heard them say to make sure you have understood them?

POWERFUL PEOPLE SMILE WHEN PLEASED, POWERLESS PEOPLE SMILE TO PLEASE.

LIBRARY STAFF

"Good well-trained staff at whatever level, will only serve to enhance the reputation of the library service. Training, therefore, must be an integral part of the library management's plans. It is no good whatsoever to have a marvellously stocked library that remains unexploited because of poorly trained staff". Mary Casteleyn. Planning library training programmes. Deutsch, London, 1981. p. 10-11.

Do you -

1. Have a job description for each position and a standard procedure for staff appointments?

2. Place stress on promotion from within?

3. Have a perceived career structure to keep staff motivated?

4. Have in-house training programmes, both as a tool for increasing efficiency and as a means of instilling the library's values on the staff?

5. Provide comfortable, ergonomically designed work areas?

6. Make the work environment enjoyable?

7. Inform your staff ahead of time about changes that will effect their jobs?

8. Give serious consideration to staff suggestions for changes in routines and procedures?

9. Delegate - give people the onus to get their job done with clear lines of responsibility?

10. Have informal meetings to talk about achievements and problems (you cannot expect staff who have little information to take much responsibility)?

11. Show genuine respect for individual staff members?

12. Have back up procedures for staff confronted with rude or difficult users?

13. Have job rotation to stop staff being stuck in a rut?

14. Have job enlargement schemes to widen individual's responsibilities?

15. Allow your staff to "job swap" with other libraries?

SERVICE PROVISION

Because most libraries have no perceived competitors they provide a passive and reactive service to their clients. This will have to change. Libraries will have to become proactive as they create and capitalise on growth opportunities.

Libraries are in the service sector of the economy and it is to the successful firms in the service sector they will have to turn to learn strategies to improve their managerial and service skills.

There are no easy answers or fail proof solutions as each library faces different problems. They cannot measure success in dollars but in satisfied clients and increased demand for services. To improve the service offered they must consider the users, the staff and the library's resources.

In political terms, the most valuable allies a library has when lobbying for an increased money vote or against proposed cuts are satisfied users who are willing to write letters to local, state and federal politicians. In the corporate sector where libraries have to perform or close, it is the satisfied users who will prove to management the library's worth to the company.

Research has shown that library staff answer 50-60% of reference questions correctly. Have you, as a librarian, ever contemplated the consequences of the 40-50% of wrong answers? A child may fail an assignment; a university student an exam; an experiment may go disastrously wrong or a business make a wrong decision.

Libraries should be run along modern business lines and must take into account economic realities, modern technology and the changing demands of the market place while remembering that their success is measured in terms of satisfied users and an increased demand for services.

SERVICE IS A STATE OF MIND.

PEOPLE MUST CARE AND HAVE THE DESIRE TO DO IT RIGHT AND DO IT NOW!

"The sole purpose of libraries and librarianship is to service the library users by directing them to, or supplying them with the information and materials." Richard Ellis. 'Professionalism in service', Canadian Library Journal June 1983. p. 119.

In your Library -

1. Is there a clearly defined policy on service provision?
2. Does your staff know what it is?
3. Do the users always come first?
4. Are the users always right (even when they are not)?
5. Does the staff always give accurate and reliable information?
6. Do your staff believe that they cannot afford to give one wrong answer?
7. Are you serious about providing a high level of service?
8. Do you remember that your users are not an interruption to your work, but the purpose for it?
9. Are your staff accessible to the users and easy to approach?
10. Are you accessible to the users and easy to approach?
11. Do your staff work hard to provide a good service?
12. Are the staff often pleased with their output but never satisfied?
13. Are your staff happy working in the library?
14. Do your staff participate in the planning and management of new services?

MARKETING

"Marketing is the sensitive serving and satisfying of corporate and human needs". Aubrey Wilson. The marketing of professional services. McGraw-Hill, Maidenhead, Berkshire, 1972. p. 2.

Marketing libraries and providing library services are intertwined. Marketing can be seen as attracting users to the library and satisfying their information needs so they remain library users.

Library managements should recognise that the users have generally paid for the library service in rates or taxes and therefore should expect and demand in exchange an efficient, accurate and courteous service.

The library should undertake research to determine the real needs of their actual and potential users. Academic, school and special libraries will generally have easily identifiable target groups. The public library market will be very segmented. If the library only provides the services it perceives its users need without finding out what the users say they need, it will be providing an ineffective service.

Libraries, then, should promote their services to let their target market(s) know exactly what they offer and keep them informed of any new services. They must be flexible enough to drop services which are no longer needed and always open to new suggestions to satisfy users' information needs.

Although there may be resistance within the profession against using marketing techniques, there is nothing unprofessional about "user satisfaction engineering", which is what marketing is about.

"As professionals possessing professional skills, we ... have not only the requirement, but the obligation of actively and energetically selling these skills. They won't sell themselves! We have to sell them. And if we have to sell them, it is better that we do so on a conscious, explicit basis, rather than on an unconscious, implicit, hit or miss basis." Warren J. Wittreich. Selling - a prerequisite to success as a professional. Detroit, 1969.

MARKETING THE SERVICE

"The marketing concept is a management orientation that holds that the key task of the organisation is to determine the needs, wants, and values of a target market and to adapt the organisation to delivering the desired satisfactions more effectively and efficiently than its competitors." P. Kotler. Marketing for non-profit organisations. New York, Prentice Hall, 1975.

Have you defined your market(s)?

Who are your actual users?

Who are your potential users?

Why do they remain potential and not actual users?

What are the needs, wants and demands of your actual and potential users?

Do you undertake performance evaluation of

- your staff
- your services
- your resources
- your routines
- yourself

on a regular basis?

If not, why not?

OUR FUTURE USERS

"If it is important to help the adult, who is earning a living, it is just as important to help the child, who is learning to live." Barbara Will Razzano. 'Creating the library habit', Library Journal February 15, 1985. p. 114.

It is on school librarians, and, to a lesser extent, childrens' librarians, that other librarians rely for their future library users.

If a child is fortunate enough to attend a primary school which has a librarian who encourages reading, makes the library a happy and welcoming place to visit, and teaches library skills, then the child will develop a positive attitude towards librarians, libraries and reading. Though the child's use of libraries may fluctuate during future life, a well developed "library habit" usually means a continuing use of libraries in learning institutions, public libraries and in the business world.

The teaching of how to use a library and research techniques in a secondary school library are very important "life skills" whose usefulness in later adult life, when needing information for business, recreation or education, cannot be over emphasised.

Conversely a negative or unhelpful school or children's librarian can stop a child from ever entering a library again, except under duress.

A survey of public library usage in New Jersey in 1975 indicated that experiences with libraries during youth "may be a determing factor" in whether adults became library users or not. There was an 85% correlation between people who were adult users and had used libraries when a child.

The Gallup Organisation, Inc. The use of and attitudes towards libraries in New Jersey. Volume 1. Summary and analysis, 1976. New Jersey State Library. p. 12.

" ... there is a substantial body of opinion to the effect that,

1. libraries are a good thing
2. the average man does not know how to use them
3. libraries would be more effective if people are given guidance in using them."

M.G. Ford. 'The user', in Reader in operations research for libraries, edited by Peter Brophy, Michael K. Buckland, Anthony Hindle. IHS/LED, Englewood, Cal., 1976.

SCHOOL LIBRARIANS

"The evaluation of how well the [school] library is working lies in how well the teachers teach and how well the students learn." Helen Thompson. School libraries: present status, future prospects. 18th Biennial Conference Proceedings. LAA, Melbourne, 1975. p. 498.

Are you courteous and welcoming to everyone who enters your library?

Do you supply an efficient and accurate information service?

Are your staff always helpful?

As a teacher-librarian do you realize that you probably have more qualifications than other staff members, including your principal?

Do you spend time each day in the general staff room?

Are you aware of the current and future information needs of the students and staff?

Do you attend curriculum and departmental meetings?

Have the students a positive attitude towards the library, and its staff?

Is the library viewed by the senior staff as a convenient place to off-load difficult students or classes without teachers?

What can you do about this?

Is the library an attractive place where learning is fun?

Does the principal know of the growth in services/loans the library has provided this year?

Do you offer to work on committees or projects to benefit the school which have nothing to do with the library?

Are you on time and accurate in the preparation of budgets and reports?

Do you really like children?

PUBLIC LIBRARIANS

"Public libraries operate on a minimum level of user satisfaction, surviving largely on the goodwill, low expectations and relatively easy demands of the majority of users". Barry Totterdell and Jean Bird. The effective library : report of the Hillingdon Project on Public library Effectiveness. Library Association, London, 1976. p. 133.

Are you courteous and welcoming to everyone who enters your library?

Do you supply an efficient and accurate information service?

Are your staff always helpful?

Is the reader's adviser in your library approachable, or do your users feel they don't want to disturb her/him?

Do you run a public relations programme to inform the public of other services you offer, in addition to book loans?

Are you preparing new "products" aimed at particular segments of your market?

Are your relations with the Administrator/Town Clerk and the Council members (particularly the Library Committee) built on the respect which results from your professional competence and performance?

Do you whinge about the funding level, or take an active part in pressure groups trying to improve the situation?

Do you -

a. Make the service you provide so necessary to your public that they would complain to the Council and the Government if funds were cut further?

b. Make positive suggestions and adjustments to make the use of library funding more cost-effective?

Are your public aware of the skills librarians have and use behind the scenes? Are they encouraged to come and see all the technical work that is done?

Do you use the local newspaper and/or radio station to provide regular publicity for your library and its services?

During Library Week, why not emphasize the staff this year, rather than the books?

SPECIAL LIBRARIANS

"We must work harder at understanding the effect the information has on the work of the library user, the user's perception of it, the actual use made of it, what causes the user to seek information, in what form, and in what quantity." Doris M.E. Leadbetter. 'Special is beautiful', 22nd Biennial Conference Proceedings. LAA, Sydney, 1983. p. 437.

Are you courteous and welcoming to everyone who comes into your library?

Do you supply an efficient and accurate information service?

Are your staff always helpful?

Does every staff member in your organisation know who you are, and what services you can provide?

Have you direct access to the manager/director?

Do you prepare regular reports on usage levels and new services and send or give them to the manager/director?

Have you a current awareness service?

How regular is it?

Do you attend continuing education seminars/courses as often as possible?

If not, why not?

Do you belong to a special interest group which provides a professional network and support for you?

Have you a professional mentor, or do you act as one?

Can you quantify how much the service you provide is worth to your organisation?

Do you keep up to date with your professional reading?

Have you an assertive (but unaggressive) response ready when someone puts you down or questions the value of your service?

Do you earn the respect of other professionals within your organisation by your professional behaviour and appearance?

ACADEMIC LIBRARIANS

"Since in the course of time the great number of students using the library is in many ways harmful to the books and since the laudable purpose of those desiring to profit (from reading) is often defeated by too much disturbance of noisy people, the University has ordered and decreed that only graduates and people in religious orders who have studied philosopy eight years shall study in the library of the University ... " Regulations concerning the use of the Library: From the Book of the Chancellor at Oxford. Quoted in H. Anstey, ed. Munimenta Academica. London, 1868. p. 265.

Are you courteous and welcoming to everyone who enters your library?

Do you supply an efficient and accurate information service?

Are your staff always helpful and approachable?

Which is considered of paramount importance -
Collection development?
Service delivery?

Are the faculty librarians liaising efficiently with faculty members and therefore playing an essential role in collection development, and the development and marketing of new services?

Does the library staff work to maximize the use of services provided and are the users consulted about the need for, and development of, new services?

Are decisions - imposed from above?
and/or decided by committees?
and/or made following consultation with library staff?

Is there a programme of professional development for the staff?

Are the administrators aware of, and do they use, the unique subject expertise of various members of the library staff?

Are the reader education programmes developed to ensure students are aware of, and can utilize, information relevant to their special subject areas?

Are the reference staff of sufficient professional experience and educational level to relate positively and appropriately to the users?

LIBRARY EDUCATORS

"Thus, training in the specific arts of librarianship ... is required to produce a graduate who can be useful, practically, on or shortly after the first day on the first job." Thomas Childers. 'Will the cycle be broken?' Library Trends Spring 1984. p. 522.

Do you realise that the future of librarianship lies in your hands as the people you select for entrance to your courses are the librarians of the future?

Do you interview your intending students and have strict criteria for course entry?

What do you tell an interviewee whose only reason for wanting to be a librarian is "I like reading books."?

Do you attend career seminars and give a positive impression of the profession?

Do you ensure that career teachers and career consultants no longer suggest that a library is a safe place for the shy and quiet or those with a slight disability?

Do you educate personnel managers as to the skills of library graduates which can be utilised in other fields?

Do you encourage, advise and play a mentor role with your students?

Do you discuss the ethics of information provision with your students?

Do you discuss industrial issues with your students?

Are you continually re-structuring your courses to the rapidly changing social and technological scenario?

Are the words "information science" or similar in your course title only semantic or has the syllabus been changed to take in technological change?

Are you personally committed to a programme of educational research?

Do you read widely to keep up with the theoretical knowledge in your areas of expertise?

Do you undertake "work experience" in libraries to keep up with the practical changes in your areas of expertise?

Do you run continuing education courses for already qualified librarians?

CAREER PLANNING

"Eighty percent of all types of librarians feel there are not good career opportunities where they work." ALA/OLPR-sponsored survey: Plateau. American Libraries, March 1985. p. 178.

Rank the following factors in order of importance for job satisfaction -

financial security
challenging and varied work
professional advancement
autonomy
salary levels
opportunity to serve
opportunity to be innovative

Are you likely to -

be content to stay in your present job?
stay in your present job though you would rather not?
move to a larger library to gain wider experience?
move to a management position in a smaller library?
move into library administration?
move to a related occupation?

Do you realise that if you want to change your area of expertise and you have stayed in your present job over 5 years, it may be difficult, as you may have become type-cast?

Have you planned your career moves for the next ten years? You are more likely to achieve a responsible and well paid position if you have planned your career than if you take random jobs without an overall advancement plan.

When you attend a job interview do you go properly prepared?

Do you -

Rehearse answers to questions that might come up in the interview?
Take a current resume and your original qualifications and references with you?
Find out as much information about the institution as you can?
Have a series of questions to ask, if appropriate, of the interviewers about the library, its role within the institution and its future directions?

RELATED PROFESSIONS

"Today's typical librarian is, at one time or another, manager, planner, system designer, leader and supervisor, mediator, contract negotiator, resource allocator, writer, speaker, fund raiser, researcher, research colleague of the patron, subject expert, database searcher, collection builder, budget analyst, proposal writer, statistician, consultant, telecommunications expert and entrepeneur." Allen B. Veaner. 'Librarians: the next generation', Library Journal April 1, 1984. p. 623.

Have you contemplated using your library skills in these other fields?

Administration/management

Consultant

Researcher

Marketing/promotion

Editor/Editorial assistant

Information manager (What you are now?)

Writer

Indexer

Teacher/Instructor

Systems analyst

Information broker

Bibliographer

Salesperson

Records manager

Reviewer/Critic

Publisher

Abstractor

Storyteller

Bookseller

SALARY

"Most wage and salary administrators I have known are neither saints nor sinners, and they pay what they must and little more. If they pay a librarian less and truckdrivers more, it is because they can get away with it." Herbert S. White. 'Why don't we get paid more?' Library Journal March 1, 1986. p. 70.

	yes	no
Are you content with your present salary?		
Do you think job satisfaction is more important than salary level?		
Do you consider you are paid a salary commensurate with your qualifications?		
Do you consider you are paid a salary commensurate with your level of responsibility?		
Do you consider you are paid a salary commensurate with your experience?		
Do you consider librarians are paid on a commensurate level with other professions with similar levels of training and responsibility?		

If not, is it because -

Librarianship is considered a female profession?

We put service to the public before financial reward?

The LAA does not lobby hard enough for us?

We are not organized as a union?

We are a low status profession?

SELF HELP EXERCISE ON SALARY LEVELS

"The term "public servant" or "service profession" has been a noose around the necks of nurses, teachers and librarians." Joan Dillon. Unite!, in Revolting librarians, edited by Celeste West ... [et al.]. Booklegger Press, San Francisco, 1972. p. 83.

1. Obtain a copy of the latest LAA Salary Scales booklet.

2. Look at your friends and acquaintances and decide which other professions equate with yours with regard to educational standards and training and levels of responsibility.

3. Approach the appropriate professional association/s for a copy of their salary scales.

4. Compare, jump up and down and SHOUT.

5. Become active in your professional association or section and appropriate industry groups/unions to which you belong. If you don't belong, your salary level is partly your fault.

(the space below is for your calculations)

A PERSONAL MARKETING PLAN

Make a commitment to market yourself in a positive way in your place of work.

Write your strategy in the space below.

A PLAN TO MARKET THE PROFESSION

THE LAST WORD ON THE STEREOTYPICAL IMAGE!

If we are concerned about our professional standing in the community, and our public image, there is no point in running a campaign to market the profession unless -

* Each individual librarian makes a commitment to stop criticising the profession, and speaks positively about being a librarian

* Each individual librarian works to improve the services offered by their library by ensuring that the information provided is accurate, relevant, and speedily delivered

* Each individual librarian is welcoming, attentive, and helpful to all members of the public requesting service

* Each individual librarian realises that we live in a ceaselessly changing world and makes a commitment to a continuous process of positive modification of practices, services and skills

* Each individual librarian resolves henceforth not to write about, discuss, or feed in any way the public stereotypical image of the librarian.

If we, as a profession, work collectively to improve the quality of our service and our attitude to our users, the public's perception of us will change to one which more nearly matches our own.

"A single rude or socially inept librarian can make a mockery of the most carefully conceived marketing strategy". Blaise Cronin and Rene Martin. 'Social skills training in librarianship', Journal of Librarianship v. 15, no. 2 April 1983. p. 107.

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" ... any profession which is dependent on the acceptance by the consumer of its special expertise needs to control its own destiny and direction, and must confront the problem of real value, that is, what it can contribute to society that justifies its support." Peter Drucker. 'Managing the public service institution', College and Research Libraries v. 37, 1976. p. 14.

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Bibliography.
ISBN 0 7316 2339 8.

1. Librarians - Miscellanea. 2. Library science - Miscellanea. I. Evans, Jennifer.
II. Freelance Library and Information Services Pty Ltd.
III. Title.